

Comprehensive District Improvement Plan Check – Sheet
EFFICIENCY STANDARD 9 – COMPREHENSIVE AND EFFECTIVE PLANNING

Standard 9: The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

YES	NO	QUESTIONS BASED ON LEVEL 3 DESCRIPTORS	SISI INDICATOR
Indicators 9.1.a to 9.2.a help to delineate the Executive Summary			
		<p><i>The district actively involved representatives from all stakeholder groups in development of its vision, beliefs, mission, and goals.</i></p> <p>? ?Is there a description of this process included within the Executive Summary?</p> <p>? ?Were representatives from all stakeholder groups involved in the development of the district’s vision, beliefs, mission and goals?</p> <p>? ?Is a there a listing that identifies name of the person and role group of these stakeholders included in the Executive Summary?</p>	<p>9.1.a There is evidence that a collaborative process was used to develop this vision, beliefs, mission, and goals that engaged the school community as a community of learners.</p>
		<p><i>The district developed its vision, beliefs, mission and goals in public meetings to which the general public was invited. The meetings were widely publicized and public comment was always encouraged.</i></p> <p>? ?Were public meetings held?</p> <p>? ?Was the general public invited?</p> <p>? ?Were the meetings widely publicized?</p> <p>? ?Was public comment secured and encouraged?</p> <p>? ?Were minutes of these meeting kept?</p> <p>? ?Was there a description of this process included in the Executive Summary?</p>	
		<p><i>All stakeholders’ representatives stayed actively involved in the process for its inception until its completion.</i></p> <p>? ?Do meeting minutes indicate all stakeholders’ representatives stayed actively involved throughout the process?</p>	

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		<i>There is a systematic process for collecting and managing pertinent data to guide district decision-making.</i> ?Is there a systematic process for collecting and managing pertinent data? ?Is this process explained within the Executive Summary? ?Was this data used to guide the decision-making process at the district, school, or classroom level?	9.2.a There is evidence the school/district planning process involves collecting, managing, and analyzing data.
		<i>The data collected is sufficient to provide an accurate reflection of overall district performance and enables the district to determine areas of strength, as well as limitations.</i> ?Did the collected data provide an accurate picture of the district performance ?Does it include both strengths and limitations?	
		<i>Data collected for the district profile are disaggregated by appropriate subgroups (e.g. gender, race/ethnic group, economic level).</i> ?Was the collected data disaggregated by appropriate subgroups?	
		<i>A data management system is in place to readily access the data and retain the district's profile data for updating or developing a longitudinal analysis.</i> ?Is a data management system in place? ?Is it described within the Executive Summary? ?Is the data available to update or use for longitudinal analysis?	

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		<i>Data are analyzed to gain an understanding of the overall district program, and analysis leads to identification of the district’s strengths, limitations, and/or emerging issues.</i> ?Did the data analysis identify the district’s strengths, limitations, and/or emerging issues?	
		<i>The sets of data collected in each area of the profile are integrated and analyzed from a systems perspective.</i> ?Was the data analyzed from a systems perspective to identify common elements across all areas of the profile?	
9.2.b to 9.5.d are applicable to the Action Components of your Comprehensive Improvement Plan			
		<i>The analysis of the data contained in the district’s profile guide the district improvement planning process and is reflected in the objectives of the Comprehensive Improvement Plan.</i> ?Was the analysis of the data within the profile used to guide the improvement planning process? ?Is this reflected in the objectives of the action components?	9.2.b The school/district uses data for school improvement planning.
		<i>Written and graphical data summaries are analyzed and studied by district improvement planning groups.</i> ?Do the minutes from district improvement planning groups reflect that the written and graphical data summaries were analyzed and studied?	
		<i>The collected data are used to identify and prioritize areas of need for the Comprehensive Improvement Plan.</i> ?Are the Priority Needs identified in the Action Components based on the collected data? ?Is a description of this process identified as a part of the Executive Summary?	

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		<i>The district planning team conducts a review of the latest educational research findings and future trends that have implications for defining the desired results for student learning and communicates their findings to the school councils.</i> ?Do minutes from the district’s planning team reflect a review of the latest educational research findings and future trends? ?Based on the results of the data analysis, are there any findings that have implications for the district? ?Was this information communicated to the school councils?	9.3.a School and district plans reflect learning research and current local, state, and national expectations for student learning and are reviewed by the planning team.
		<i>The district planning team reviews local, and state learning standards as they determine goals for student learning and uses them as a lens for all planning initiatives.</i> ?Do minutes from the district planning team reflect a review of local and state learning standards as they apply to the district? ?Are the identified standards used as a lens for all planning initiatives?	
		<i>The school board regularly asks the school councils to publicly report to them on plan goals and progress and has a written policy to support this requirement.</i> ?Did the school board ask for regular school council reports on their individual school’s plan goals and progress? ?Does the school board have a written policy supporting this?	

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		<p><i>The district conducts a survey of stakeholder views on student learning and priorities for school improvement. The results are analyzed and used for planning and instructional purposes.</i></p> <p>?Did the district conduct an appropriate survey (e.g. effective schools survey) of stakeholders to gain their views?</p> <p>?Did the district analyze stakeholder survey results?</p> <p>?Was this analysis used for planning and instructional purposes?</p> <p>?Is a description of this analysis included within the Executive Summary?</p>	9.3.b The school/district analyzes their students' unique learning needs.
		<p><i>The district gathers data from multiple sources and analyzes it to identify achievement gaps within the student population as a whole and on a school – by – school basis. The district uses this information to help schools design and implement strategies to reduce or eliminate these gaps.</i></p> <p>?Were multiple sources of data collected and analyzed?</p> <p>?Were achievement gaps identified within the student population as a whole?</p> <p>?Were achievement gaps identified on a school – by – school basis?</p> <p>?Was assistance provided to schools the design and implementation of strategies to reduce or eliminate these gaps?</p>	
		<p><i>Student achievement and other data are gathered and analyzed annually to identify students that have special learning needs that are not being met.</i></p> <p>?Were multiple sources of data gathered and analyzed annually?</p> <p>?Does it identify non – met student learning needs?</p>	

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		<i>The desired results for student learning are stated in clear, concise, and measurable terms.</i> ??Are the identified results for student learning clear, concise, and measurable?	9.3.c The desired results for student learning are defined.
		<i>Performance-based indicators for each of the desired results for student learning are utilized, describing the type of evidence and the critical attributes of students' achievement of the goals and are understood by all teachers and students.</i> ??Are the measurable objectives and expected impact from the strategies and activities used? ??Do they include the measures, the type of evidence needed, and identify the critical attributes for student achievement? ??Are the indicators understood by all of the teachers and students?	
		<i>The district has identified goals for student learning as priorities for the district improvement plan, based on a data-driven decision making process, an analysis of student learning needs, and needs identified by schools.</i> ??Did the district identify goals for student learning (Goal Statements) within the action components? ??Were these goals based on a data – driven decision-making process? ??Were these goals based on an analysis of student learning needs? ??Does it include needs identified by schools?	

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		<i>A complete analysis of perceived strengths and limitations of the district's instructional and organizational effectiveness is conducted regularly, and based on research-based principles.</i> ??Are there regular analysis of the district's instructional and organizational effectiveness? ??Were researched – based principles used to identify the district's perceived strengths and limitations of the instructional and organizational effectiveness?	9.4.a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.
		<i>All district staff is involved in the review of perceived strengths or limitations. Other stakeholders are offered an opportunity to participate in the exercise.</i> ??Were all the district staff involved in the needs assessment, planning and review teams? ??Were other stakeholders offered an opportunity to participate? ??Is there a listing of role groups for the needs assessment, planning, and review teams with the members of each role group (signature and role group) included within the Executive Summary?	
		<i>District leadership uses data to document and evaluate the district's organizational effectiveness in supporting instruction and student learning in each school.</i> ??Are there multiple data sources to document the district leadership analysis of its organizational effectiveness? ??Does this analysis provide support in instruction and student learning in each school?	

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		<i>The district establishes baseline measures of its organizational effectiveness so it can document improvement in its performance.</i> ??Was data collected, analyzed, and an active database established? ??Was a baseline for monitoring improvements in student learning established?	
		<i>Priorities for improvement (goals) are defined based on the analysis of the perceptions of strengths and limitations of the work of the district. Data/evidence collected pertaining to the critical dimensions of effective instructional practices and organizational conditions is reviewed regularly.</i> ??Are the goals in the action components based on the data analysis, identified strengths and limitations, effective instructional practices, and organizational conditions? ??Is this data reviewed on a regular basis?	9.4.b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.
		<i>District improvement goals related to instructional and organizational effectiveness are stated in clear, concise, and measurable terms.</i> ??Are the district improvement goals stated in clear, concise, and measurable terms?	
		<i>All priorities for improvement include research-based strategies that build on the strengths or address the limitations of the district's instructional and/or organizational effectiveness.</i> ??Are the identified strategies and activities research – based? ??Do they build on the identified strengths? ??Do they address identified limitations? ??Do they address district's instructional effectiveness? ??Do they address the district's organizational effectiveness?	

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		<i>The district assists the schools in setting clear, measurable, program goals.</i> ?? Does the district provide assistance to the schools in setting clear, measurable, program goals?	
		<i>Action steps in the district's Comprehensive Improvement plan are tightly aligned with the goals and objectives for school improvement within the schools of the district.</i> ??Are the strategies and activities sequenced and do they support the attainment of the specific measurable objectives? ??Are the measurable objectives sequenced and do they support the attainment of the specific identified goal of each action component? ??Are the goals and objectives for improvement aligned to improvement goals of the schools within the district?	9.5.a The action steps for school improvement are aligned with the school improvement goals and objectives.
		<i>The action steps of the district's Comprehensive Improvement plan are based on validated, research-based, strategies that address the district's goals and show direct support for school needs.</i> ??Are the activities and strategies validated and research – based? ??Do these activities and strategies ultimately promote successful completion of reaching district's identified goals? ??Do the district's goals show direct support for individual school needs?	

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		<p><i>The timelines established for the action plans in the Comprehensive Improvement Plan are realistic and set in a way as to have maximum influence on student performance.</i></p> <p>??Are there identified timelines for each activity and strategy?</p> <p>??Are these timelines realistic i.e. not all due at the same time, or indicate a long term, sequential development?</p> <p>??Are the timelines set to have maximum influence on student performance?</p>	9.5.b The plan identifies the resources, timelines, and persons responsible for carrying out each activity.
		<p><i>Adequate resources are identified for all activities in the District's Comprehensive Improvement Plan (including financial resources, materials, and professional development).</i></p> <p>??Are necessary and appropriate resources identified for each strategy and activity?</p> <p>??Are there adequate resources identified for each strategy and activity?</p> <p>??Do the strategies and activities employ resources, which are not limited to financial, material, and/or professional development?</p>	

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		<p><i>The person(s) responsible for leading and implementing the activities of the action plan of the district Comprehensive Improvement Plan are identified, and understand their accountability for leading, implementing, and evaluating impact.</i></p> <p>?Does each strategy and activity have a person responsible identified?</p> <p>?Is this person responsible identified by name?</p> <p>?Does local BOE policy clearly outline the leadership, implementation, and evaluation responsibilities for staff members assigned as person responsible?</p> <p>?Are there a variety of names listed as person responsible?</p> <p>?Do assigned staff members understand their accountability for leading, implementing, and evaluating the impact of the assigned strategies and activities?</p>	
		<p><i>A variety of district personnel have been selected for leadership responsibilities. (School personnel are included in some of these leadership roles.)</i></p> <p>?? Have a variety of district personnel been selected for leadership roles?</p> <p>?? Are some school personnel selected for leadership roles?</p>	
		<p><i>The evaluation process includes documentation of follow - up and specifically address impact.</i></p> <p>?Does the expected impact indicate the measure for evaluation of its associated strategy and activity?</p> <p>?Does the documentation include follow – up?</p>	9.5.c The means for evaluating the effectiveness of the improvement plan are established.

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		<i>A process for conducting Implementation and Impact Checks is established and fully implemented.</i> ?Is there a local BOE policy that establishes the process for completing the implementation and impact? ?Do local BOE minutes reflect regular reports of implementation and impact checks completed on strategies and activities?	
		<i>Appropriate baseline measures are determined and evaluated regularly.</i> ?Have appropriate baseline measures been identified? ?Have the strategies and activities related to identified limitations been measured against the baseline data? ?Is the data evaluated on a regular basis? ?If necessary, are there clearly established progress points? ?Do these progress points have identifiable measures? ?Are there identifiable gains or are there identifiable losses? ?Are these gains or losses reported? ?Are adjustments made as a result of the gains or losses?	
		<i>An assessment plan for documenting student growth on the selected target goals is established and reflects the principles of sound assessment.</i> ?Does the local BOE have an assessment plan for documenting student growth? ?Does this plan reflect valid assessment principles? ?Is this process described within the Executive Summary?	

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		<i>The district clarifies how the evaluation results will be reported to and used by the board and other stakeholders and the plan is fully implemented.</i> ?? Does the district clearly identify how the evaluation results are to be reported to the local board? ?? Does the district clearly identify how the report is to be used by the local board? ?? Does the district clearly identify what other stakeholders may use the report? ?? Has the plan been fully implemented?	
		<i>The action components in the district Comprehensive Improvement Plan are aligned with the district's beliefs and mission.</i> ??Is there alignment between the action components and the district's beliefs and mission statements?	9.5.d The improvement plan is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.
		<i>All action components of the district Comprehensive Improvement Plan support the desired results for student learning and instructional and organizational effectiveness reflected in the district's belief system.</i> ??Are the action components tightly aligned with the identified results for student learning, instructional and organizational effectiveness? ??Are there written and graphical data summaries to support this? ??Are the action components aligned with the district's belief system?	

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<i>Indicators 9.6.a to 9.6.d should be used for evaluative purposes after plan implementation</i>			
		<p><i>The district improvement team functions effectively and provides ongoing leadership and support for the implementation of the plan.</i></p> <p>?Did minutes from the district improvement team indicate effective leadership for the plan’s implementation?</p> <p>?Did minutes from the district improvement team indicate ongoing leadership for the plan’s implementation?</p> <p>?Did minutes from the district improvement team indicate how the implementation has been supported?</p>	9.6.a The plan is implemented as developed.
		<p><i>All district personnel are involved in implementing the district Comprehensive Improvement Plan and know its goals.</i></p> <p>?Were a majority of the staff members involved in plan implementation?</p> <p>?Could a majority of the staff members articulate the plan’s goals?</p>	
		<p><i>District / school leadership provides adequate and appropriate follow-up support and resources for implementation of the district’s Comprehensive Improvement Plan.</i></p> <p>?Was there adequate and appropriate follow – up support for plan implementation?</p> <p>?Was there adequate assignment of resources for plan implementation?</p>	

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		<i>Evidence of students' improved levels of performance in the target goal areas is collected and analyzed.</i> ??Was new evidence collected? ??Did this evidence indicate improvement in students' levels of performance? ??Was this improvement in the areas of the targeted goals?	9.6.b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.
		<i>Summaries of the most recent student assessment data are provided in the documentation and co – related with resource allocation.</i> ??Were there recent summaries of student assessment data included as evidence? ??Are the data co – related with resource allocation?	
		<i>??Comparisons of student achievement prior to and following the implementation of the district's Comprehensive Improvement Plan are completed.</i> ??Did minutes of the district planning team indicate comparison of new data/evidence to baseline data?	
		<i>A variety of data/evidence pertaining to the extent of implementation of the action steps and improvement in student performance is documented and fully addresses the scope of the plan.</i> ??Were multiple sources of data/evidence collected and analyzed? ??Did the data/evidence indicate an improvement in student performance? ??Was the documentation of improvement in student performance kept? ??Did the action steps fully address the scope of the plan?	9.6.c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

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		<i>Evidence of the district's progress in building and strengthening the instructional program of the schools is documented and summarized.</i> ?Were the district progress report properly maintained? ?Was this documentation summarized? ?Were the schools' instructional programs strengthened?	9.6.d There is evidence of attempts to sustain the commitment to continuous improvement.
		<i>The expected impact, as specified in the district plan, was met.</i> ?Based on the plan's expected impact, were the identified measures met?	
		<i>The district improvement team reviews and analyzes significant turning points or progress in achieving the goals of the district's Comprehensive Improvement Plan. The district formally recognizes and celebrates these accomplishments.</i> ?Were significant turning / progress points identified? ?Were these turning / progress points reviewed and analyzed? ?Did the district formally recognize and celebrate these accomplishments?	
		<i>Regular and complete reports are given to the local BOE.</i> ?Did the local BOE minutes reflect regular reports on progress of plan implementation?	
		<i>Data/Evidence of achievement is collected, and adjustments are made to the action steps to help the school more successfully achieve the target goals and objectives.</i> ?If needed, were adjustments made to the strategies and activities? ?Was the decision to make adjustments based on data/evidence? ?Did these adjustments help the district to successfully achieve its targeted goals and measurable objectives?	

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		<i>Feedback is collected from the district and necessary modifications are made.</i> ?At the turning / progress points, was feedback collected from the district stakeholders? ?Were these perceptive data used as part of the multiple sources of data/evidence? ?Were there any modifications made based on or partially based on this perceptive data?	
		<i>Any new or emerging targets for improving student performance are identified.</i> ?Based on the multiple sources of data, were there any new or emerging targets for improving student performance identified?	